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ABSTRACT

The reading learning objectives for ninth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) identify the main idea of a text; (2) identify the meaning of words with academic and practical applications; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause-and-effect relationships; (8) identify an accurate generalization from a given series of details/assumptions; (9) identify the author's viewpoint/purpose; (10) identify the appropriate reference source; and (11) use graphic sources to obtain information. Sample test items are provided for each of the skill areas. (TJH)

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Texas Educational Assessment of Minimum Skills



Reading Objective and Measurement Specifications 1986-1990 Grade 9

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1986

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Texas Educational Assessment of Minimum Skills

Reading Objectives and Measurement Specifications 1986-1990 Grade 9

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**Division of Student Assessment
Texas Education Agency
Austin, Texas**

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 9 READING

List of Objectives

Skill Area: Main Idea

Objective 1. Identify the main idea.

Skill Area: Word Meaning

Objective 2. Identify the meaning of words with academic and practical applications.

Skill Area: Detail

Objective 3. Identify specific details.

Objective 4. Identify the sequence of events.

Skill Area: Inference

Objective 5. Draw logical conclusions.

Objective 6. Distinguish between fact and opinion.

Objective 7. Identify cause-and-effect relationships.

Objective 8. Identify an accurate generalization from a given series of details and/or assumptions.

Objective 9. Identify the author's point of view and/or purpose.

Skill Area: Reference Usage

Objective 10. Identify the appropriate reference source.

Objective 11. Use graphic sources to get information.

GRADE 9 READING

General Specifications

I. Reading Selections

- A. Except where noted otherwise, the readability of the reading selections will range from 8.5 to 9.5 when assessed by the Harris-Jacobson Wide Range Readability Formula.
- B. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list through Grade 9. Proper nouns and words explained in a reading selection are excluded from this requirement.
- C. Selections will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.
- D. The reading selections and items will be free of stereotyping by age, sex, ethnicity, and geographical location.
- E. Selections will include narratives, fiction, and passages from the content areas.
- F. Reading selections will vary in length, but they will not exceed 425 words in length.
- G. For objectives 1, 3, 4, 5, 7, and 9, each reading selection will be used as a stimulus for more than one item and as a measure of more than one objective. These reading selections will be of varying lengths, not exceeding 400 words.
- H. For objectives 6 and 8, each reading selection will serve as a stimulus for one item testing that objective. These selections will be of varying lengths ranging from 60 to 100 words.
- I. The content of sentences will be appropriate for the interests and experiences of ninth grade students.

II. Test Items

- A. For each test item, there will be four answer choices with only one correct answer.
- B. When test items relate to reading selections, the correct answer will be dependent upon the selection.
- C. Except where noted otherwise, all words in the test items, including the answer choices, will be taken from the TEA cumulative vocabulary list through Grade 9. Proper nouns and words explained in a reading selection are excluded from this requirement.

- D. Neither "none of the above" nor "all of the above" will be used as an answer choice.

III. Test Package Format

- A. The test will be printed in black ink on white paper.
- B. Type size will be appropriate for ninth grade students.
- C. Reading selections, graphics displays, and their corresponding test items and answer choices will appear on the same or facing pages.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: MAIN IDEA

Objective 1

Identify the main idea.

Description of Test Items

1. A test item will consist of an untitled boxed reading selection followed by the question eliciting the main idea.
2. The selection will develop one main idea. The main idea will be implied and supported by topic sentences and/or details in the selection.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection. Answer choices will be no more than 20 words in length.
2. The correct answer for an item will be the statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is stated in one sentence, the correct answer will paraphrase the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.
3. An incorrect answer choice may be one of the following types:
 - a. contradicted, that is, a statement that is contradicted by information in the selection,
 - b. inappropriate in scope, that is, a statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection, or
 - c. irrelevant, that is, a statement that introduces information not included in the reading selection but contains at least one concept from the selection.
4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

Example of Test Item*

Read the following passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

This passage is mostly about

- | | | |
|---|---|--------------------------|
| A | how a big business lasted a short time | (correct answer) |
| B | how a business was totally dependent on the railroad | (contradicted) |
| C | how people who became bone pickers were never successful | (inappropriate in scope) |
| D | the bone industry business that had little economic importance to Texas | (contradicted) |

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere to illustrate how one selection is be used to measure several objectives.

SKILL AREA: WORD MEANING

Objective 2

Identify the meaning of words with academic and practical applications.

Description of Test Items

1. A test item will present a sentence, not longer than 18 words, containing an underlined word.
2. The underlined word will relate to a concept in science, social studies, mathematics, or English and will be at the ninth grade level on the TEA cumulative vocabulary list.
3. The sentence containing the underlined word will provide as few context clues as possible to the meaning of the underlined word.

Description of Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word.
2. Incorrect answer choices will be words or phrases that are plausible but incorrect definitions of the underlined word.

Example of Test Item

Read the sentence. Then choose the meaning of the underlined word or group of words.

Even after Congress has passed a bill, the president can still veto it.

- | | | |
|---|---------|---------------------------|
| A | reject | (correct answer) |
| B | accept | (plausible but incorrect) |
| C | create | (plausible but incorrect) |
| D | support | (plausible but incorrect) |

SKILL AREA: DETAIL

Objective 3

Identify specific details.

Description of Test Items

1. A boxed untitled reading selection that contains specific details will be presented.
2. Inferences, outcomes, and conclusions will not be measured.
3. The reading selection will be followed by a question about a significant detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "which," "why," "how," "how many," or "how much."

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the selection.
2. The correct answer choice will be the detail from the selection that is asked for by the question.
3. An incorrect answer choice will be one of the following types:
 - a. incorrect detail, that is, an accurate description of any detail contained in the selection which does not correctly answer the test question,
 - b. imprecise, that is, an imprecise or faulty description of any detail contained in the selection, or
 - c. irrelevant, that is, a description of any detail not contained in the selection.

Example of Test Item

Read the following passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

How many buffaloes were needed to make a ton of bones?

- | | | |
|---|-------------|---------------------|
| A | one hundred | (correct answer) |
| B | eight | (incorrect detail) |
| C | millions | (incorrect detail) |
| D | sixty-five | (irrelevant detail) |

SKILL AREA: DETAIL

Objective 4

Identify the sequence of events.

Description of Test Items

1. A boxed untitled reading selection will be presented.
2. Each selection will include six to nine sequential events that are described in the order they occur.
3. The test item will ask students to identify the event described in the reading selection which is either:
 - a. first,
 - b. last,
 - c. just before a specified event described in the reading selection, or
 - d. just after a specified event described in the reading selection.
4. The question may contain words which indicate sequence (e.g., first, next, finally).

Description of Answer Choices

1. Each answer choice will consist of one or more steps in the form of a word, phrase, clause, or sentence. Answer choices will be no more than 15 words in length.
2. The correct answer choice will be an accurate description of the step contained in the reading selection which correctly answers the question.
3. An incorrect answer choice will be one of the following types:
 - a. incorrect step, that is, an accurate description of a step contained in the selection but not in the order specified by the test question,
 - b. imprecise, that is, an imprecise or faulty description of any step contained in the selection, or
 - c. irrelevant, that is, a description of any step not contained in the selection but appears to answer the question.

Example of Test Item

Read the following passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

When did people in Texas become bone pickers?

- | | | |
|---|--|------------------|
| A | in the late 1870's | (correct answer) |
| B | after the development of the railroads | (incorrect step) |
| C | after the economy in Texas improved | (incorrect step) |
| D | in the early 1870's | (imprecise) |

SKILL AREA: INFERENCE

Objective 5

Draw logical conclusions.

Description of Test Items

1. A boxed untitled reading selection will be presented.
2. The selection may be either narrative or non-narrative in form.
3. The conclusion requested in the question will be supported by topic sentences and details given in the reading selection.
4. The conclusion will be implied in the selection and may be a prediction of what will happen next.

Description of Answer Choices

1. The correct answer choice will be a reasonable conclusion that can be drawn from information provided in the selection. This conclusion will be accurate, relevant, and supported by information in the selection.
2. An incorrect answer choice will be plausible but incorrect conclusions of the following types:
 - a. contradicted, that is, a statement which is contradicted by information in the selection,
 - b. unsupported, that is, a statement for which insufficient supporting evidence is provided in the selection, or
 - c. irrelevant, that is, a statement for which no supporting evidence is provided in the selection.

Example of Test Item

Read the following passage. Then answer the question.

Hérons are birds that live near water. They nest high in the trees and live together in large flocks. They can be more than three feet tall. They have long legs, long necks, and long bills. These features help herons to wade in shallow water and feed on fish and other animals. Some types of herons are snowy white; others are reddish brown, blue, or dull green.

The great blue heron, the little blue heron, and the green heron are all found in Texas. The green heron can live near either fresh or salt water. Its body looks more blue than green, and its neck is bright red-brown. Its call sounds like "kew, kew."

One might expect that the great blue and little blue herons are not blue either. They are both grayish brown. The great blue heron has a tuft of black feathers that stick straight from the back of its head. Some people think the bird looks as if it's wearing a baseball cap turned backwards. Also, it has white feathers that stream down the front of its neck like a lace handkerchief.

Which of these conclusions could you draw from this passage?

- | | | |
|---|--|------------------|
| A | Hérons are not named according to their color. | (correct answer) |
| B | All herons are brown. | (contradicted) |
| C | Hérons usually live a great distance from water. | (contradicted) |
| D | Blue herons wear baseball caps. | (contradicted) |

SKILL AREA: INFERENCE

Objective 6

Distinguish between fact and opinion.

Description of Test Items

1. A boxed untitled reading selection will be presented.
2. The selection will contain both statements of fact and statements that are based on personal feelings, assumptions, and/or opinion.
3. The test question will ask students to identify either a statement of fact or a statement of opinion that was presented in the selection.
4. The word "fact" or "opinion" will be printed in capital letters, and "in the passage" will be underlined.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection.
2. Correct answers will be restated or paraphrased facts or opinions which have been presented in the reading selection and which are both accurate and relevant.
3. For test items requiring identification of a fact, incorrect answer choices will be of the following types:
 - a. a contradicted fact, that is, a statement presented as a fact, which is contradicted by information in the reading selection,
 - b. an irrelevant fact, that is, a statement presented as a fact, which introduces information not included in the reading selection but contains at least one concept from the selection, or
 - c. an opinion which contains at least one concept from the reading selection.
4. For test items requiring identification of an opinion, incorrect answer choices will be of the following types:
 - a. an inaccurate opinion, that is, a statement presented as an opinion, which is contradicted by information in the reading selection,
 - b. an irrelevant opinion, that is, a statement presented as an opinion, which introduces information not included in the reading selection but contains at least one concept from the selection, or

- c. a fact which contains at least one concept from the selection.

Example of Test Item

Read the following passage. Then answer the question.

Benjamin Franklin, one of our greatest American inventors and humanitarians, accomplished many good works for humanity during his lifetime. Always interested in helping people live better, Franklin invented a practical iron stove, experimented with electricity, and designed a school that would teach useful subjects. Franklin wrote one of the best almanacs that was ever published. It contained helpful information, jokes, poems, and bits of wisdom. He also made it possible for mail to reach other colonies. Because of him, people were encouraged to learn how to read and write.

Which one of the following statements is an OPINION presented in the passage?

- | | | |
|---|--|----------------------|
| A | Benjamin Franklin was one of the greatest humanitarians of his times. | (correct answer) |
| B | Benjamin Franklin was the author of a book that contained jokes, poems, and other information. | (fact) |
| C | The school that Franklin designed was better than any other colonial school. | (irrelevant opinion) |
| D | Benjamin Franklin was an American inventor, scientist, and writer. | (fact) |

SKILL AREA: INFERENCE

Objective 7

Identify cause-and-effect relationships.

Description of Test Items

1. A boxed untitled reading selection will be presented.
2. A cause-and-effect relationship will be implied in the reading selection.
3. The question will ask students to identify the implied cause or effect.
4. The cause-and-effect relationship to be tested will be supported by details given in the selection.

Description of Answer Choices

1. The answer choices will consist of four statements of possible cause or effect.
2. The correct answer choice will be either the cause or effect called for by the test question.
3. The incorrect choices will be statements of plausible cause or effect that are not supported by the information given in the selection.

Example of Test Item

Read the following passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

Many poor people became bone pickers in Texas because

- | | | |
|---|--|-----------------------------|
| A | they could sell the bones they found | (correct answer) |
| B | they could use the bones to make things they needed | (plausible but unsupported) |
| C | there were too many buffaloes in Texas | (plausible but unsupported) |
| D | the railroad industry paid them to collect the bones | (plausible but unsupported) |

SKILL AREA: INFERENCE

Objective 8

Identify an accurate generalization from a given series of details and/or assumptions.

Description of Test Items

1. A boxed untitled reading selection will be presented. It will be composed of short paragraphs that contain a series of details and/or assumptions.
2. A test item will present a reading selection followed by the question, "Which of the following statements is supported by information given in the passage?"

Description of Answer Choices

1. The correct answer choice will be the most reasonable generalization that can be drawn from a series of details provided in the selection. This generalization will be accurate, relevant, and supported by information in the selection.
2. Incorrect answer choices will be statements of the following types:
 - a. contradicted, that is, a statement that is contradicted by information in the selection,
 - b. unsupported, that is, a statement for which insufficient evidence is presented in the selection to support the statement, or
 - c. irrelevant, that is, a statement for which no evidence is presented in the selection to support the statement. This statement usually introduces information not included in the reading selection. Although irrelevant, this type of answer choice includes at least one concept that is contained in the reading selection.

Example of Test Item

Read the following passage. Then answer the question.

The American author Herman Melville was 17 when he went to sea on a ship bound for Europe. From this experience came the material for his book Redburn. Later, Melville sailed on a whaling ship, but difficult work and unpleasant companions made him feel miserable. He jumped ship in the Society Islands and lived among the natives. His experiences on the whaling voyage inspired Melville's greatest work, Moby Dick. His life in the Society Islands was recorded in the book Typee. Melville then traveled to Tahiti, which was the inspiration for the book Omoo.

Which of the following statements is supported by the information given in the passage?

- | | | |
|---|--|------------------|
| A | Herman Melville used his experiences at sea and on tropical islands as material for his books. | (correct answer) |
| B | Herman Melville was the greatest writer in the history of American literature. | (irrelevant) |
| C | Herman Melville's experiences in Tahiti were recorded in his book <u>Redburn</u> . | (contradicted) |
| D | Herman Melville never enjoyed himself at sea. | (unsupported) |

SKILL AREA: INFERENCE

Objective 9

Identify the author's point of view and/or purpose.

Description of Test Items

1. A boxed untitled reading selection will be presented.
2. The selection may include poetry and articles from content areas, newspapers, or magazines.
3. The selection will provide textual evidence to support the point of view which the author has taken.
4. The author's point of view or purpose may be stated or implied.
5. The test question accompanying the selection will pose a question about the author's point of view or purpose.

Description of Answer Choices

1. The correct answer choice will give the author's point of view or purpose.
2. The incorrect answer choices will give plausible but inaccurate statements of the author's point of view or purpose.

Example of Test Item

Read the following passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

The author wrote this passage to

- | | | |
|---|--|----------------------------|
| A | describe an unusual industry in Texas | (correct answer) |
| B | make fun of the bone industry in Texas | (plausible but inaccurate) |
| C | criticize the slaughter of buffaloes | (plausible but inaccurate) |
| D | explain the growth of railroads in Texas | (plausible but inaccurate) |

SKILL AREA: REFERENCE USAGE

Objective 10

Identify the appropriate reference source.

Description of Test Items

1. A test item will require students to select the appropriate reference source for locating requested information.
2. A one sentence question will be presented asking where a particular type of information can be found.
3. The requested information will be available from at least one of the following reference sources:
 - a. dictionary,
 - b. encyclopedia,
 - c. almanac,
 - d. thesaurus,
 - e. telephone directory,
 - f. newspaper,
 - g. Readers' Guide to Periodical Literature, and
 - h. atlas.

Description of Answer Choices

1. Each answer choice will be one of the reference sources listed in Description of Test Questions number 3.
2. The correct answer will be the name of the reference source that provides the type of information requested by the question.
3. An incorrect answer choice will be one of the reference sources listed in Description of Test Questions number 3 that does not provide the type of information requested by the selection (incorrect reference source).

Example of Test Item

Choose the reference source that would be most helpful.

Which reference book would tell you how to pronounce the word "abacus?"

- | | | |
|---|--------------|--------------------|
| A | dictionary | (correct answer) |
| B | thesaurus | (incorrect source) |
| C | almanac | (incorrect source) |
| D | encyclopedia | (incorrect source) |

SKILL AREA: REFERENCE USAGE

Objective 11

Use graphic sources to get information.

Description of Test Items

1. A test item will present one of the following graphic sources of information: diagram, list, map, picture, scaled drawing, schedule, table, or time line. (Maps will include a directional indicator and may include a legend.)
2. Each graphic source will be followed by at least one question that requires students to obtain information from the graphic source. The question(s) will specify the information to be obtained and will provide any data necessary for finding that information.
3. Mathematical operations will not be required.

Description of Answer Choices

1. The correct answer choice will be the piece of information derived from the graphic source that accurately answers the test item.
2. Incorrect answer choices will be any of the following types:
 - a. adjacent, that is, information from the graphic source that is next to the requested information,
 - b. similar, that is, information from the graphic source that is similar in meaning or appearance to the requested information, or
 - c. incorrect, that is, information from the graphic source that does not answer the question.

Example of Test Item

Use the train schedule to answer the questions below.

TRAIN SCHEDULE			
Livingston Station Weekdays			
Livingston to Maplewood		Maplewood to Livingston	
Departures	Arrivals	Departures	Arrivals
* 7:00 A.M.	7:45 A.M.	* 7:30 A.M.	8:15 A.M.
* 8:00 A.M.	8:45 A.M.	* 8:30 A.M.	9:15 A.M.
9:00 A.M.	10:00 A.M.	9:30 A.M.	10:30 A.M.
10:30 A.M.	11:30 A.M.	11:00 A.M.	12:00 Noon
12:30 P.M.	1:30 P.M.	1:00 P.M.	2:00 P.M.
2:30 P.M.	3:30 P.M.	3:30 P.M.	4:30 P.M.
* 5:00 P.M.	5:45 P.M.	* 4:30 P.M.	5:15 P.M.
* 6:00 P.M.	6:45 P.M.	* 5:30 P.M.	6:15 P.M.
7:00 P.M.	8:00 P.M.	7:00 P.M.	8:00 P.M.
* 8:00 P.M.	9:00 P.M.	8:30 P.M.	9:30 P.M.
Weekends			
Departures	Arrivals	Departures	Arrivals
* 9:00 A.M.	9:45 A.M.	* 10:00 A.M.	10:45 A.M.
12:00 Noon	1:00 P.M.	12:30 A.M.	1:30 P.M.
4:00 P.M.	5:00 P.M.	3:30 P.M.	4:30 P.M.
* 8:00 P.M.	8:45 P.M.	* 7:30 P.M.	8:15 P.M.

*Non-Stop Service

(a) What is the latest non-stop train you can take from Maplewood to Livingston on Tuesday morning?

- A 8:30 A.M. (correct answer)
- B 8:00 A.M. (similar information)
- C 9:00 A.M. (incorrect information)
- D 10:00 A.M. (incorrect information)

(b) If you take the last non-stop train from Maplewood Saturday, at what time will you arrive in Livingston?

E 8:15 A.M. (correct answer)

F 8:45 P.M. (similar)

G 4:30 P.M. (adjacent)

H 5:00 P.M. (incorrect)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



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Austin, Texas
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